

Cassilis Public School Annual Report



2017



1527

Introduction

The Annual Report for **2017** is provided to the community of **Cassilis Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Miss Katrina Hodgson

Relieving Principal

Mrs Katie Burgess

Principal

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Message from the Principal

We began this school year experiencing terrible bush fires. We will be forever grateful to the local farmers, volunteers and the rural fire brigade for the incredible work they did in saving our much-loved school. From the bush fires though came one of my personal highlights of this year. The two dinners where the staff and students joined the Blaze Aid volunteers were fantastic.

Tradition is a big part of Cassilis Public School, as it's almost 150 years of history have helped to sculpt the school's culture. We have shared in a number of traditional events this semester including Cassilis School's annual Sports Workshop, Our Dance/Drama workshop with Miss Naomi, Cassilis School's small school relay team running in zone athletics, swimming lessons in Merriwa, NAIDOC activities to celebrate our nations heritage, a Remembrance Day ceremony to remember the fallen and exciting annual excursions, (this year to Lake Keepit for 3–6 but also Go Karting, movies, and laser tag for K–2).

Individual learning plans ensure the opportunity is there for students to practice and practice until they had mastered a skill. Many academic and social improvements were made. There's nothing more satisfying for a teacher then to see how students improve and enjoy learning, especially when it's challenging. The students equally love it when they have worked hard to achieve a goal.

The staff at Cassilis continues to shine this year, work incredibly hard, learn to be even better at their job, and greet our students with smiling faces each day. I want to take this opportunity to thank the staff. Mrs Nairne, a School Learning Support Officer at Cassilis Public School, had her incredible work recognised this year when she was successful in receiving the NSW Secretary's Award for Excellence.

2017 has brought many new and exciting changes and innovations which have combined flawlessly with the traditions of our small but welcoming school and we are very excited about the changes that will be brought about in 2018.

Message from the school community

I would like to thank our hard-working parents, friends and the wider community for all your support throughout the year and would like to encourage other parents and community members to become involved with the P&C Committee in 2018.

This year our fundraising events included the Cassilis Rodeo Gate, Cross Country, Mother's Day Stall, Sport's Workshop, Catering for Dalkeith bull sale and fortnightly school canteens.

From the proceeds of these events we were able to support the school in many areas including contribution to year's 3 to 6 excursion to Lake Keepit, contribution to our year 6 T- shirts, funding for the term 4 cooking program, chicken food for the school chickens. We were also able to purchase a new BBQ and 2 new Gazebos for our school and a new fridge for the canteen. Just last week the P&C hosted a Tupperware party and 10% of the proceeds will be donated to our P&C.

We would like to congratulate all our students on their achievements and successes throughout this year.

We wish Angus, Jack, Brooke and Rachel all the best at High School next year. A special congratulations to Isabelle our new School Captain for 2018.

I would like to say a big thank you to all our staff, especially Keith and Denise for keeping our school looking wonderful.

Thank you

Stacey Anderson

P&C President

Message from the students

It has come time for us to say goodbye to Cassilis Public School.

We are sad, but also very excited to move on to high school and the future years of learning that are ahead.

Cassilis Public School has been a great place for us to learn and grow.

We have gained so much knowledge here and enjoyed our seven years at Cassilis Public School.

We will always remember the great times we had, especially the excursions.

We will hold these memories along with lots of other good times we shared with students and friends alike.

Thank you to the wonderful teachers for all they have done for us.

We wish Jack and Brooke every success as they move onto high school with us.

We look forward to coming back one day to visit.

Rachel Bibby and Angus Heycox

School Captains

School background

School vision statement

To prepare every student to be successful lifelong learners who are confident and creative individuals; and active informed citizens through a commitment to equity and excellence in education.

We believe it is important for students to be self-aware, build resilience and positive relationships and actively contribute to the school, the community and the society in which they live.

We value and support strong partnerships with the broader community to maximise student engagement and achievement in a nurturing environment.

School context

Cassilis Public School is a small school with 12 students, located in the Upper Hunter Tablelands, 42 kms west of Merriwa. Whilst our school is in a rural area the majority of families live within the village of Cassilis.

The school is committed to providing an environment that is friendly, safe and nurturing. Cassilis Public School is positive and supportive, through effective learning programs and a positive approach to behaviour and learning.

The school provides a well-rounded curriculum that caters for the broad socio-economic variance across the community. Cassilis Public School provides a variety of opportunities for students to develop talents in all curriculum areas. Learning programs are designed to give students opportunities to learn and succeed to their potential and beyond.

The school is a focal point of learning for the community and supports the learning of staff, parents and students.

Our school is part of the Invermein Community of Schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning**, our school has primarily focused on the elements of Wellbeing and Curriculum. During 2017 collaboration was strengthened through a staff member attending the annual Positive Education Schools Association (PESA) conference with other members of the Upper Hunter Learning community. Another staff member completed a Certificate in Positive Education through the University of Melbourne. Professional learning in strategies for Managing Abuse Related Trauma and Zones of Regulation provided deeper understanding and knowledge around identification and strategies to support student wellbeing.

Target Individual Education Plans were well-developed to address and monitor students Wellbeing needs. Conversations between staff, students, families and support agencies strengthened the school's ability to identify and successfully cater for a variation of needs.

Curriculum was strengthened through participation in the Early Action for Success reform which included the employment of an instructional leader. This led to improvement in differentiation of curriculum delivered within classrooms to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. The school provided evidence-based teaching and practices as evident through a staff member and instructional leader undergoing professional learning in L3 (language, literacy and learning) stage one.

In the domain of **Teaching**, our school has primarily focused on Effective Classroom Practice. Throughout 2017 teachers responded promptly to student work, checking that students understood the feedback received and the expectations for how to improve. Through professional development in Visible Learning teachers improved their capacity

to deliver and seek feedback.

Infants classroom teacher and Instructional leader regularly reviewed and revised lesson plans and sequences, ensuring that the content was based on the curriculum which led to effective classroom practices. Student progress and achievement data linked to literacy and numeracy continuums were regularly used to inform future planning.

In the domain of **Leading**, our school has primarily focused on the element of School Planning, Implementation and Reporting. To ensure continuous improvement, the school leader and instructional leader were engaged in professional development around the areas of planning, implementation, monitoring and self– assessment. This led to an improved collaborative process in the development of the new 3 year plan cycle. Resulting in more effective strategies to engage staff, students, parents and the broader school community in the development of the vision, values and priorities of the school.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Student Learning and Engagement

Purpose

To develop the intellectual, emotional and behavioural intelligences of students by building a learning environment where well-being is central and students develop their capacity to learn and play an active role in their own learning.

Students are creative, innovative and resourceful and are able to solve problems in ways that draw upon a range of learning areas and disciplines.

This is consistent with the goals of the Melbourne Declaration.

Overall summary of progress

The first year of the Early Action for Success reform has provided benefits for students through professional development and support for the teacher of the K/1/2 class including the early identification and intervention for students in the areas of literacy and numeracy. Support from an Instructional Leader and Literacy and Numeracy Trainer has further developed teacher knowledge and resulted in the implementation of high quality teaching strategies resulting in improved student outcomes. Students were offered, participated in and achieved success in a range of innovative and unique learning experiences.

All staff indicate confidence and competence in delivering English, Mathematics and Geography. Students can articulate where they are on the continuums and where to next and teachers have the evidence and knowledge to guide students in their progression. Students understand and are able to provide constructive feedback to others using a variety of strategies. Staff create a positive well being plan for the school to support the well being of all students at Cassilis Public School.

Students develop their capacity to lead through a number of programs and workshops including leadership camps and workshops.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students are self-directed learners. They are active participants in their learning, know what they are learning and why and can articulate where to next. This will be evidenced within each child's personal learning plans.	Visible Learning Stamps \$235.50 Cost of Casual Teacher and SLSO for LST Meetings \$2728	An increased number of students are self-directed learners. Student articulation has increased as evident in personal learning plans, and discussion of data walls. Through professional learning, staff demonstrated an increasing knowledge and application of literacy and numeracy continuums. Regular plotting of student achievement on data walls and PLAN, against the literacy and numeracy continuum has led to effective differentiation. Implementing Visible Learning strategies allowed for explicit and current feedback of student learning.
All students have improved skills to care for themselves and contribute to the wellbeing of others. This will be evidenced within school wellbeing data.	PESA conference Casual Cost \$440 Zones of Regulation Program \$92.50	Through focussed lessons, using Zones of Regulation, Mindfulness activities and the Bounce back Program, students have developed their social and emotional wellbeing. A staff member participated in the Positive Education Schools Association (PESA) conference as part of the Upper Hunter Where There's a Will Charity's community of schools leading to improved awareness and strategies to promote positive

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students have improved skills to care for themselves and contribute to the wellbeing of others. This will be evidenced within school wellbeing data.		<p>mental health.</p> <p>A staff member completed a Positive Education Certificate funded through the Where there's a Will foundation, which required completing a Positive Education Plan for the school by the end of the year. A survey was created and distributed to the local community at the end of 2017.</p>
All students improve and value their learning by actively engaging in the curriculum and extra curricula activities.	<p>Leaders of the West Program– \$250</p> <p>GRIP Leadership Workshop Dubbo– \$184</p> <p>School Contribution to excursion– \$580</p>	<p>Student leaders developed their capacity through the Leaders of the West Program, including completing a school based project.</p> <p>The leadership team were explicitly taught the skills needed to effectively organise and evaluate school activities.</p>

Next Steps

- Baseline data will be collected from students to determine progress towards ongoing Visible Learning Goals.
- Visible Learning will be incorporated more holistically across the school from K–6, so that all students will be self-directed learners in all learning areas .
- Students will explicitly learn growth mindset behaviours and characteristics of good learners through lessons and ongoing discussion and referencing.
- Goal walls will be consistent across the school and IEP goals will relate to these.

Strategic Direction 2

Excellence in Professional Practice

Purpose

To achieve excellence through high quality teaching and leadership. The leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice.

Advocate for, participate in and lead strategies to support high quality professional learning opportunities for colleagues that focus on improved student learning.

Engage all stakeholders in the process of developing professional knowledge of leadership that enables engagement in a collegial community of learners founded in quality teaching and leadership which brings about inspired learning.

Overall summary of progress

The appointment of an Instructional Leader to Cassilis Public School provided support to teaching staff across the whole school. One teacher completed the first year of L3 Stage 1 professional learning. This ensured solid development of high quality teaching strategies in teaching and learning programs which were observed during classroom observations. It also ensured consistency in the data being entered into PLAN to monitor student progress and allow for early identification of students who required intervention.

The process of writing and reflecting of PDPs for teaching staff and written feedback from both teacher and supervisor was strengthened.

Teaching staff's capacity to effectively deliver quality instruction, quality intervention and quality assessment will be enhanced through the EAFS Instructional Leader, L3– Stage 1 professional learning and participation in EAFS training days was further developed and led to improved student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will develop an explicit Performance and Development Plan where goals are linked to the Australian Professional Teaching Standards and the Cassilis School Plan. Staff will achieve goals each year as measured against the Performance and Development Framework	Nil	All teaching staff were able to articulate how successfully their goals have been achieved throughout the year. Professional discussions were strengthened and allowed for critical reflection and the celebration of achievements.
A culture of collaborative and explicit professional learning builds the capacity of all staff and allows for effective whole school planning and evaluation	School's contribution towards Instructional Leader – \$ 10 000 Quality Texts – \$391.10	Employment of an instructional leader as part of the Early Action for Success Strategy has developed the capacity of the Infants classroom teacher. It has improved early intervention identification, professional coaching, and effective data collection and analysis. A staff member completed L3 Stage 1 training. Classroom practises have been strengthened through all teaching staff participating in Early Action for Success Network days.

Next Steps

- New Literacy and Numeracy Learning Progressions will be used to assess and monitor teaching and learning progress towards syllabus outcomes across the school. Students from K–6 will be assessed and data will be plotted against them regularly using PLAN 2 software.

- Staff will receive consistent ongoing professional learning on literacy and numeracy learning progressions, data analysis and quality assessment practices to ensure accurate and consistent teacher judgement.
- Ongoing literacy and numeracy staff development through both formal and informal professional learning, L3 training and Instructional leader support and mentoring of all Teaching and Support staff will allow for consistent teaching practices using evidence based approaches to teaching and learning.
- Staff engage in professional readings and discussions with colleagues on Evidence Based Practice, learning intentions and research based professional readings to provide a deeper understanding of the importance of quality classroom practice.
- Learning Walks will improve a teacher's ability to deliver high quality, explicit instructions and feedback.

Strategic Direction 3

Building Community Partnerships

Purpose

To identify, initiate and build on opportunities that engage families in both the progress of their children's learning and the educational priorities of the school.

To build productive links with the wider community to improve teaching and learning.

To investigate and utilise people's passions and skill sets and provide opportunities where they can have the greatest impact on community learning.

Student learning is enhanced through an engaged approach which is connected with their local community.

Overall summary of progress

Community engagement was strengthened through community events being held out of the school grounds and catered for by staff. A teacher began a certificate in Positive Education, funded through Where There's a Will Foundation, to improve mental health education and awareness in the Upper Hunter.

A policy for recruitment, training, goal setting and recognition of volunteers was developed and allowed for strengthening the capacity of volunteers to be effectively involved in student learning. It also increased the community's opportunity to develop relationships with the school and improve student learning through supporting school programs.

Community members were trained and become effective and confident classroom helper's in the school engaging with the school in ways that reflected their interests, skills and experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Families assist their children at home with their education.	Nil	The Volunteer policy was written in consultation with staff and parents, which led to one family member completing the training and going on to support the students in the classroom . The parent commented that this helped in his understanding of how to help his child at home.
Community members feel valued in their partnership with the school which enhances student learning	\$600 – Towards catering costs and supplies for community events	The school actively promoted itself and sought community involvement in student learning. Activities were held at school and outside of school to increase visibility and community participation. School functions were well attended and feedback given was very positive.
Every student will feel connected with their local community and engaged in learning activities. Their background knowledge of their community provides a foundation for deeper learning to occur.	Nil	Teaching and Learning programs demonstrated activities that strengthened student engagement and connection with the local community. The school's participation in community activities assisted student awareness of local services available.

Next Steps

- Improved Positive Education within Cassilis Public School and School Community in order to benefit the well being of our students, staff and community.
- Positive Education Survey to be distributed throughout community to determine baseline data and future planning.

- To involve all families, friends and the broader community in the Education of our students.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$2627	All Year 6 students felt more confident about entering high school and were well-equipped with resources, including photo social stories and copies of High School Handbooks, to refer to. Staff at the high schools developed a good understanding of the individual needs of each student and how best support them and their families. Through Professional Learning, the LAST, classroom teachers and SLSO indicated a deeper understanding and knowledge of how to best identify, program and support students with low level disabilities. Learning and Support team meetings occurred regularly to discuss the individual programs to support low level disabilities.
Quality Teaching, Successful Students (QTSS)	QTSS allocation 0.02	Weekly meetings between the Teaching, Principal and two classroom teachers and Instructional leader provided additional support and mentoring which resulted in teachers achieving a deeper understanding of best practice.
Socio-economic background	\$2859-	Staff guided all students in developing their awareness of how to identify and set goals both academically and socially. All students had the opportunity to plan and work towards these goals both in the classroom and in allocated individual learning time each week.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	10	6	8	7
Girls	11	7	8	4

Student attendance profile

School				
Year	2014	2015	2016	2017
K	84.8	90.7	89.2	
1	92.4	83.5	91.4	87.1
2	87	97.8	91.4	94.1
3	86.5	87.9	94.1	97.2
4	87.7	92.6	83.9	97.3
5		94.1	90.5	94.6
6	93.2		83.3	91.7
All Years	89	91.1	89.2	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5		94	93.9	93.8
6	94.2		93.4	93.3
All Years	94.8	94.1	94	93.8

Management of non-attendance

SENTRAL continued to be used during 2017 to effectively record and monitor student attendance across the school. A review and update of the school attendance policy ensured all teaching staff understood the policy and procedures associated with student attendance. Procedures are in place for contacting families in the event of student absences and follow up of unexplained absences within seven days. Analysis of student attendance data by staff members during staff meetings enable at risk students to be flagged and prioritised for the Home School Liaison Officer. These measures have successfully resulted in improved attendance in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 required schools to report on the Aboriginal composition of the workforce. Cassilis Public School has one Aboriginal Staff member.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All professional learning in 2017 supported the strategic Directions and goals articulated in the Cassilis School Plan and goals written in individual Professional Development Plans from staff.

Cassilis School became an Early Action for Success Phase 2 school in 2017. This strategy aims to improve student performance in literacy and numeracy through a targeted approach in the early years. Ongoing professional learning and support and mentoring by our Instructional leader one day a week has been significantly beneficial to all teaching and support staff.

Other professional learning included;

- L3 (Language, Learning and Literacy) Stage 1 training
- MAPA training (Management of Actual or Potential Aggression)
- LMBR (Learning Management and Business Reform) training
- Literacy and Numeracy Progression initial training
- SMART (Strategies for Managing Abuse Related Trauma) online training modules
- Early Action for Success professional learning
- CPR and e-Emergency
- New Curriculum professional learning
- Child Protection
- PESA conference
- Positive Education Certificate

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	99,590
Global funds	78,579
Tied funds	61,781
School & community sources	4,816
Interest	1,297
Trust receipts	405
Canteen	0
Total Receipts	146,878
Payments	
Teaching & learning	
Key Learning Areas	11,206
Excursions	3,611
Extracurricular dissections	3,698
Library	407
Training & Development	1,066
Tied Funds Payments	65,148
Short Term Relief	4,554
Administration & Office	24,162
Canteen Payments	0
Utilities	10,886
Maintenance	17,623
Trust Payments	405
Capital Programs	9,465
Total Payments	152,233
Balance carried forward	94,234

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	97,411
Appropriation	94,234
Sale of Goods and Services	0
Grants and Contributions	3,177
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-34,518
Recurrent Expenses	-34,518
Employee Related	-23,589
Operating Expenses	-10,929
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	62,893
Balance Carried Forward	62,893

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

At Cassilis Public School the financial management processes and governance structures are implemented by the Principal and School Administration Manager in accordance with the financial policy requirements..

During 2017 a significant amount of funding was designated from RAM and allocated to partial employment of an instructional leader, school learning and support officer and professional learning opportunities for all staff with a particular focus on the areas of leadership, literacy and numeracy.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	270,173
Base Per Capita	2,445
Base Location	12,900
Other Base	254,828
Equity Total	51,001
Equity Aboriginal	0
Equity Socio economic	28,059
Equity Language	0
Equity Disability	22,942
Targeted Total	29,770
Other Total	18,931
Grand Total	369,875

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Due to the small cohort of students in Years 3 and 5, we are unable to report on this area to protect anonymity of the students. In 2017 one Year 3 student and one Year 5 students undertook NAPLAN testing.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of students, teachers and families about the school.

Students responded positively to the wide range of

programs and opportunities on offer, as well as the dedicated teaching staff.

- All students continue to feel that their Individual Learning Programs helped them to improve their learning and are a positive addition to the schools programs.
- All students enjoyed extra curricular opportunities provided to them including their excursions to Lake Keepit, Singleton, Kia Ora Music Camp, Leaders of the West Program, Stewart House,
- All students enjoyed participating in activities in their local community
- Most students agreed that the school encourages everyone to learn and do their best.

Staff were confident that their teaching practice was engaging and school programming procedures addressed all aspects of the New South Wales curriculum.

- All staff felt that they benefited from Early Action for Success professional Learning opportunities in 2017.
- All staff were satisfied with professional learning opportunities provided to assist in the achievement of personal learning goals.
- All staff felt supported to achieve their PDP goals and felt confident in their ability to reflect on their practice and assess future direction of professional learning.
- All staff felt comfortable bringing up any feedback and suggestions within Staff Meetings.

Families indicated satisfaction in all aspects of the school.

- All families were happy with the Educational/ Community based activities provided to their children.
- Most families feel that Positive Education and wellbeing programs are beneficial to students.
- All families feel it is important to have multiple opportunities for students to interact with students from other small schools through sport, cultural and learning days.

All students celebrated Australia's cultural diversity during Harmony Week Activities on 21 March through participating in researching and cooking a variety of cultural dishes to serve to their families and community members.

Policy requirements

Aboriginal education

Inclusion of Aboriginal Australian culture and perspectives were incorporated into all Key Learning Areas which ensured students education opportunities were well– rounded.

In 2017, students benefited from local Aboriginal consultants , Victor and Marion Perry from Junburra Aboriginal Consultancy Services, visiting the school and sharing stories and artefacts from their culture.

Multicultural and anti-racism education

Cassilis Public School promotes racial tolerance, inclusion, and harmony through ongoing education and awareness. Multicultural perspectives continue to be promoted across all aspects of the curriculum.